

MARRINGTON ELEMENTARY

101 Gearing Street
Goose Creek, SC 29445

GRADES K-4 Elementary School

ENROLLMENT 276 Students

PRINCIPAL Roy D. Hoyle 843-572-3373

SUPERINTENDENT Dr. J. Chester Floyd 843-899-8600

BOARD CHAIR Harriett Dangerfield 843-871-3409

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
14	63	11	1	0

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Unsatisfactory	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004	Good	Average	Yes

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

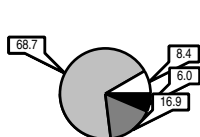
PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

32.7%

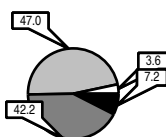
PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Our School



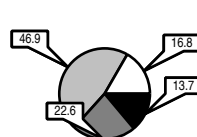
Mathematics

Elementary Schools with Students like Ours

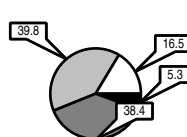


English/Language Arts

Elementary Schools with Students like Ours







Mathematics



English/Language Arts

Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	101	100.0	3.6	47.0	42.2	7.2	62.7	Yes	Yes
Gender									
Male	49	100.0	5.0	50.0	37.5	7.5	52.5		
Female	52	100.0	2.3	44.2	46.5	7.0	72.1		
Racial/Ethnic Group									
White	61	100.0	0.0	43.8	45.8	10.4	70.8	Yes	Yes
African-American	36	100.0	9.7	54.8	32.3	3.2	48.4	I/S	I/S
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	90	100.0	2.8	45.8	44.4	6.9	66.7		
Disabled	11	100.0	9.1	54.5	27.3	9.1	36.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	101	100.0	3.6	47.0	42.2	7.2	62.7		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	101	100.0	3.6	47.0	42.2	7.2	62.7		
Socio-Economic Status									
Subsidized meals	64	100.0	3.8	48.1	40.4	7.7	63.5	Yes	Yes
Full-pay meals	37	100.0	3.2	45.2	45.2	6.5	61.3		

Mathematics - State Performance Objective = 15.5%									
All Students	101	100.0	8.4	68.7	16.9	6.0	43.4	Yes	Yes
Gender									
Male	49	100.0	7.5	65.0	20.0	7.5	50.0		
Female	52	100.0	9.3	72.1	14.0	4.7	37.2		
Racial/Ethnic Group									
White	61	100.0	6.3	60.4	25.0	8.3	54.2	Yes	Yes
African-American	36	100.0	12.9	77.4	6.5	3.2	29.0	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	90	100.0	5.6	70.8	16.7	6.9	47.2		
Disabled	11	100.0	27.3	54.5	18.2	0.0	18.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	101	100.0	8.4	68.7	16.9	6.0	43.4		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	101	100.0	8.4	68.7	16.9	6.0	43.4		
Socio-Economic Status									
Subsidized meals	64	100.0	7.7	65.4	17.3	9.6	44.2	Yes	Yes
Full-pay meals	37	100.0	9.7	74.2	16.1	0.0	41.9		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	54	100.0	4.3	45.7	47.8	2.2	50.0
	Grade 4	56	100.0	14.3	40.8	40.8	4.1	44.9
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	55	100.0	1.8	36.4	50.9	10.9	61.8
	Grade 4	46	100.0	4.3	56.5	37.0	2.2	39.1
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	54	100.0	10.9	54.3	30.4	4.3	34.8
	Grade 4	56	100.0	8.2	53.1	22.4	16.3	38.8
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	55	100.0	5.5	78.2	10.9	5.5	16.4
	Grade 4	46	100.0	15.2	54.3	23.9	6.5	30.4
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 276)				
First graders who attended full-day kindergarten	94.2%	N/C	100.0%	100.0%
Retention rate	1.2%	Up from 0.5%	2.5%	2.7%
Attendance rate	97.5%	Up from 96.4%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		3.3%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		2.6%	3.5%
Eligible for gifted and talented	15.2%	Down from 19.0%	19.7%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	3.2%	Down from 3.7%	7.8%	8.2%
Older than usual for grade	0.4%	Down from 0.6%	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 19)				
Teachers with advanced degrees	63.2%	Up from 61.9%	53.8%	51.4%
Continuing contract teachers	94.7%	Down from 95.2%	91.0%	87.5%
Highly qualified teachers**	100.0%	N/A	95.6%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	88.5%	Up from 88.2%	89.5%	86.7%
Teacher attendance rate	96.6%	Down from 97.2%	95.0%	94.9%
Average teacher salary	\$48,439	Up 3.7%	\$41,278	\$40,760
Prof. development days/teacher	6.7 days	Down from 8.6 days	11.5 days	12.4 days

School

Principal's years at school	7.0	Up from 6.0	5.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	Up from 18.6 to 1	19.7 to 1	18.9 to 1
Prime instructional time	93.6%	Up from 93.0%	90.2%	90.0%
Dollars spent per pupil*	\$6,604	Down 2.2%	\$5,711	\$6,044
Percent of expenditures for teacher salaries*	59.2%	Down from 60.1%	65.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	95.6%	Up from 70.3%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.8%	92.0%
Highly qualified teachers in high poverty schools**	91.2%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Marrington Elementary, a pre-k to grade 4 school, provides many opportunities for student and family participation, including: Family Story Night, Pre-School Story Time, Math Super Stars, Marrington Elementary Chorus, Midweek with Marrington News Team, Young Astronauts, and Kids Who Care.

Many teachers regularly tutor after school. Marrington also offers A-STAR (tutorial and remediation classes) in math and reading, reading remediation through the Soar to Success Program, Early Success, and Marrington Middle School students tutor and mentor through the Middle School Beta Club. A gifted and talented program is available for third and fourth grade students who qualify. All classes are equipped with Internet access and at least one Windows 95 or newer computer with e-mail capabilities. Marrington students have access to two fully equipped computer labs and a hands-on math/science lab is available for teachers to use on a sign-up basis. Reduced class size is a priority at Marrington.

Marrington's state of the art Media Center accesses the South Carolina's Virtual Library Network Program. The library is open to students and parents before, during, and after school and on Wednesday mornings throughout the summer. Marrington's Media Center had its third annual "Reader's Prize Patrol" this year, a program where parent/teacher teams go out during a specified time and knock on doors to "catch" students reading. If they are reading they win prizes and have a sign posted in the yard. Parenting resources are available. A school-wide science fair and the "6+1 Traits" for writing are initiatives at Marrington.

Military personnel comprise almost 100% of the Marrington population. A military community brings with it advantages. All families have at least one person employed. A military population includes a diverse population with various ethnic groups living side-by-side. However, the transient nature of the military community makes it difficult to track student achievement. Because of the mobile nature of the community, students enter at various times of the year and miss the benefits of the instruction that has taken place earlier.

Marrington Elementary has an excellent volunteer program. A parent workroom is available for volunteers with small children. The Parent room is equipped with TV, VCR, and toys for toddlers, as well as storage space and materials for volunteer work.

Marrington Elementary's highly professional staff boasts one earned doctorate, four National Board Certified teachers and several candidates, and many teachers with advanced degrees. Average experience is 20.5 years.

Marrington Elementary received its second consecutive Gold Award from the State's "Palmetto Gold and Silver Awards Program." We were the only Gold Award winner in Berkeley County.

Roy D. Hoyle, Principal
Annette Gongre, Chair, School Improvement Council

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	21	49	37
Percent satisfied with learning environment	95.2%	93.8%	89.2%
Percent satisfied with social and physical environment	100.0%	81.3%	86.5%
Percent satisfied with home-school relations	100.0%	87.5%	74.3%

*Only students at the highest elementary school grade level at this school and their parents were included.